

SUMMARY REPORT OF RESEARCH: VDSS IRB #1017-02

Child Care Providers and Social Emotional Development Training

Overview

Virginia Department of Social Services, Memorandum of Agreement Modification Contract Number CECD-13-003, August 1, 2016. Professional Development for Child Care Providers on the Social Emotional Development of Infants and Toddlers. VDSS IRB Study Number: #2017-02. Principal Investigator Susan Murdock, Ph.D. Total of six (6) subjects screened and enrolled--4 child care providers who participated in ASQ trainings and 2 child care providers who participated in CSEFEL training. Enrollment in study closed 12/31/2017

Results

Two child care providers volunteered to be interviewed about their CSEFEL experiences. One is a family day home provider who provides care for an 8-month old infant and 2-year child; the other works at an Early Head Start program. The greatest take-away for both providers was about the knowledge of child development. They both discussed how they better understand how young children can be at the same age yet be developing very differently, and how infants and toddlers have very different needs because of their developmental stages. The knowledge they gained in CSEFEL about infant/toddler social emotional development has helped them develop more effective strategies for addressing challenging behaviors. Both providers have made changes in the child care environment so that supplies are more readily accessible to the children in their care. They interact with infants and toddlers in a different way, too. They focus more on their expectations of what the children need to do instead of focusing on a difficult behavior or a child's inability. They are also better able to understand the basis for challenging behavior, particularly the Early Head Start provider who sees many children who are exposed to daily stressors and trauma. Both providers also use themselves to model behaviors, such as how to interact with others in a positive way, or how to manage stress through deep breathing. Both providers indicated that their child care practice has benefited tremendously by the CSEFEL training and they expressed interest in further training or individualized support.

Four child care providers who attended ASQ training (one child care director; two teachers of infant/toddler classes at a private infant and toddler center; and one family day home provider) participated in follow-up telephone interviews. All have screened children with both the ASQ-3 and the ASQ SE-2, for a total of 59 children screened. The ASQ-3 and ASQ SE-2 screening instruments were shared with parents and most parents completed the screenings. ASQ-3/ASQ SE-2 findings were then discussed with each parent. The child care director and the family home provider screened all of the infants and toddlers in their care, while the teachers focused only on young children who exhibited delays. Of the 59 children screened, four were referred to health care providers for follow-up. One of these children was treated for a hearing impairment but the other three, who were exhibiting delays in social emotional development, ultimately left the child care programs, so the providers were unable to provide information about follow-up diagnoses or treatment.